

Comic Strip Conversation, Social Stories, Power Cards

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What is a Comic Strip Conversation?

It is a tool used for the following purposes:

- to convey important information
- for problem-solving and conflict resolution
- to learn social skills
- to follow simple classroom rules
- to communicate perspectives, feelings, and ideas

What is a Comic Strip Conversation (cont.)?

- A conversation incorporating the use of simple drawings
- An emphasis on what people say, do, and think
- Use of symbols and color to clarify communication and improve comprehension
- A form of visual role-playing

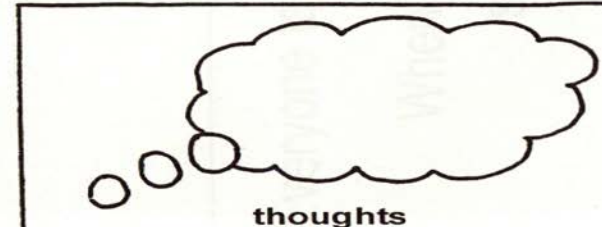
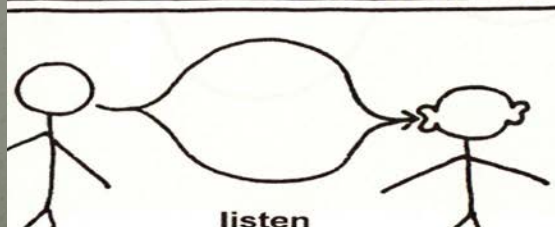
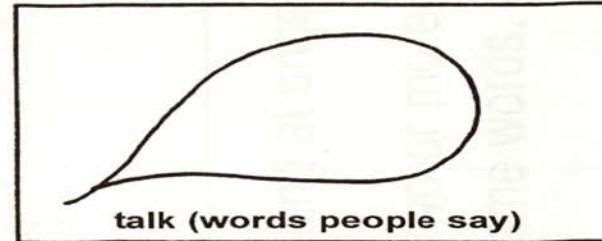
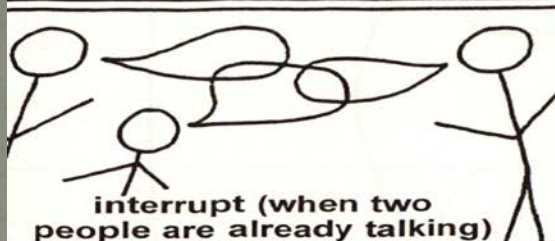
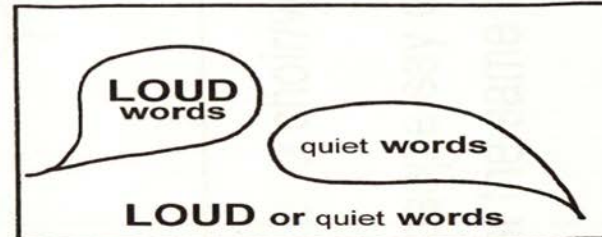
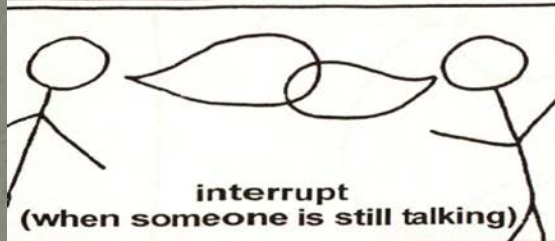
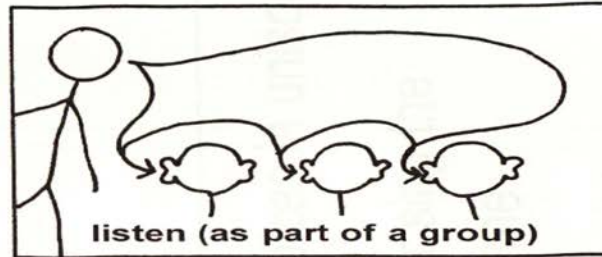
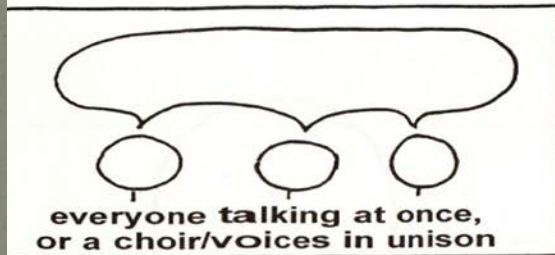
What does it contain?

- a description of the event that caused the problem
- feelings and thoughts of everyone involved
- a solution to the problem and ideas on how to avoid it in the future
- reinforcement
- appropriate symbols (stick figures, smiley faces, thought bubbles)
- colors used to express feelings (green-happy, blue-sad, black-angry)

What if I'm not a good artist?

- There are a myriad of different options if drawing elaborate scenes is not your forte. You can:
 - 1. Draw stick figures
 - 2. Utilize a program that applies digital images to backgrounds and you can insert the written content that is appropriate for your scenario.

Symbol Dictionary



Conversation Colors

- Green: good ideas, happy, friendly
- Red: bad ideas, anger
- Blue: sad, uncomfortable
- Black: facts, truth
- Brown: comfortable, cozy
- Purple: proud
- Yellow: frightened, scared
- Orange: questions

Social Stories™

- A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.

What is the goal of a Social Story™?

- The goal of a Social Story™ is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Half of all Social Stories™ developed should affirm something that an individual does well.
- Although the goal of a Story™ should never be to change the individual's behavior, that individual's improved understanding of events and expectations may lead to more effective responses.

Four Types of Sentences

- Descriptive sentences; objectively address the “wh” questions: where the situation takes place, who is involved, what they are doing, and why they may be doing it
- Perspective sentences: give a glimpse into the minds of those involved in the story; they provide details about the emotions and thoughts of others
- Directive Sentences: suggest desired responses tailored to the individual
- Control Sentences: used as something of a mnemonic device and often authored by the student himself. This can be a sentence to help remember the story or deal with the situation. Control sentences may not be used in every story. They may be specifically paired with a visual cue to use to remind the individual of the focus of the story.

Sentence Ratio

- Carol Gray recommends that a ratio of at least three to five descriptive or perspective sentences for every directive sentence be used for each story.
- It is also important to use developmentally-appropriate vocabulary and appropriate type size for the individual.
- Try to make each story resemble as closely as possible the other literature the child may be encountering at home and school.

How to get started...

- Identify target skills to be taught (when a student behaves in a way that is “unexpected” it is important to task what that student was trying to achieve)
- Analyze the task to be taught. Break it down into simpler components but not so many that the skills becomes cumbersome to learn.
- Highlight perceptions. The better the understanding of what people are thinking/feeling, the more likely the individual is to understand why to enact the skill. Demonstrate to the individual what is “in it for them” to engage in the skill.

Power Cards

- A visual aid that builds on an individual's special interest to teach appropriate social interactions, behavior expectations, the meaning of language, and the hidden curriculum.

Components of the Power Card Strategy

- A brief scenario using the student's hero or special interest and the behavior or situation that is difficult for the student.
 - Written at the individual's comprehension level.
 - Relevant graphics or pictures are associated with the scenario
 - In the first paragraph, the hero or role model attempts a solution to the problem and experiences success. The second paragraph encourages the student to try out the new behavior, which is broken down into 3 to 5 steps
- The POWER CARD is the size of a trading card, bookmark, or business card.
 - In contains a small picture of the special interest and the solutions to the problem behavior broken down into 3-5 steps

When to Use the Power Card Strategy?

- When student lacks understanding of what he is to do, such as hidden curriculum, routines, or language use that the student has not been taught
- The student does not understand that he has choices
- The student has difficulty understanding that there is a cause-and-effect relationship between a specific behavior and its consequences
- The student has difficulty remembering what to do without a prompt
- The student does not understand the perspective of others

When to Use the Power Card Strategy?

- The student knows what to do when calm but cannot follow a given routine under stress
- The student needs a visual reminder to recall the behavioral expectation for a situation
- The student has difficulty generalizing
- The student is difficult to motivate and may be motivated only by the special interest
- The student has difficulty accepting directions from an adult

And then....and then...and then...

- Priming before the situation in which the skills are needed is important to decrease anxiety around the specific skill set that is being taught
- Facilitate opportunities to practice the skills in a natural situation
- Review how skills were used after the situation in which they were needed